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ABSTRACT

This package is the sixth of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include eleven modules that pertain to two role statements. The role statements describe the trainee objectives to demonstrate (1) knowledge of community resources agencies (7 modules) and (2) ability to conduct a needs assessment survey to determine adult education guidance and counseling needs in the community (4 modules). Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

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ED192136

SKILLS FOR ADULT GUIDANCE EDUCATORS.

Package 6

Identifying Community Resources

Developed by

the

ADULT EDUCATION PROGRAM

of the

Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Introduction

This package is designed to acquaint the trainee with community resources and needs assessment techniques. In order for the learning activities to be effective, the trainee is encouraged to interact with various community resources by site visitations. The trainee can then begin assembling a master directory of community agencies and establish effective linkages between educational institutions and those agencies.

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Role Statement 10.0

Demonstrate knowledge of community resources agencies

MODULE 10.1

TOPIC

Investigate specific community resources available and requirements for gaining assistance for physical problems.

LEARNING OBJECTIVE

The trainee will demonstrate familiarity with community resources specifically related to each of the following: housing, food, child care, and financial aid.

RATIONALE

The student in an Adult Basic Education class is frequently confronted with personal crises. Often, the student turns to the teacher or counselor in his or her program for aid in solving the problems. While these problems are often related to home and family rather than to the basic skills the student is studying, they interfere with learning. The student may have no place to stay, no food for himself and his family, or a personal financial crisis which is taking all of his attention. Often, the teacher is made aware of these problems. He must, therefore, be aware of agencies or individuals in the community who can give appropriate aid as needed.

PREASSESSMENT

The purpose of this preassessment is to determine how much knowledge or background experience you possess relative to community resources in your locale by listing the following information on two of the community resources identified in the Learning Objective: Agency name, address, telephone number, contact person, criteria for eligibility for aid from the agency.

To complete the learning assessment, complete the Assessment Response Sheets, Appendix A, at the back of the Learning Activities with one hundred percent accuracy.

Do not utilize reference materials in completing the Assessment Response Sheets.

If you successfully complete this preassessment, contact your supervisor to demonstrate competency in this module. If you feel further study of this is required, continue with Learning Activities.

LEARNING ACTIVITIES

All too often, the middle-class instructor or counselor has never experienced the frustrations of dealing with public agencies. In order to empathize with students applying for public support, each counselor ought to have direct experience dealing with these public agencies.

Read the following case study as an example of a fairly typical conversation between a teacher or counselor and an Adult Basic Education student.

Case Study: "Thelma"

Suddenly, Thelma burst into tears. Her problem, figuring the percent of discount, wasn't that difficult. But, on asking her what was wrong, she replied, "I just need a moment to cry sometimes."

Friday, the class was very small. Thelma felt that she had a chance to confide her problem. Tears again appeared. "My husband and I have been fighting. He says I am to be out of the apartment tonight when he gets home, or else!"

"Is this sudden?"

"No, we have been fighting for a while, but this seems to be the crisis."

"What about your two children?"

"He seems to be frightening them a lot, too."

"Do you think he could be violent?"

"Yes. He came after me with a gun and he has beaten me up several times. I am really afraid to be there when he gets home tonight. But I don't have any money, and my parents have told me I can't come home. I would really like to get out, but there's no place to go. I don't know how to feed the kids. I don't want to go on welfare, but I don't know how to get on if I do leave."

"Do you really feel that you ought to leave?"

"Yes. We've separated before and I feel that we should get a divorce. I think the kids would be happier without the constant fighting and I am afraid of what he might do to us."

"Would you like me to find some people who could help you?"

"Yes, if you think there is somebody who could help me get out of this."

Faced with this personal crisis, you should locate sources of aid available in your community to which you might turn for help for "Thelma." The immediate problems which confront "Thelma" are temporary housing, emergency sources of food, child care for her children, and financial aid for her while she establishes herself.

Your assignment is to locate agencies in your community which could help your "Thelma." You should complete the following "Agency Information Sheets," contacting at least two agencies who may assist in each of the following areas:

1. Housing
2. Food
3. Child care
4. Financial aid

At least eight "Agency Information Sheets" should be completed for this assignment. It is suggested that, if possible, you visit each agency in order to gather the necessary data. This personal visit is strongly recommended, in that through the experience of visiting an agency, you will be more able to empathize with the Adult Basic Education student whom you will send out in the future. While at each agency, try to make a personal contact which will be useful to you in the future. Remember, personal contact within an agency will be most useful when you are faced with a crisis.

POSTASSESSMENT

Complete the "Assessment Response Sheets" with one hundred percent accuracy. Do not use reference materials in completing the "Assessment Response Sheet."

APPENDED MATERIALS

APPENDIX A

ASSESSMENT RESPONSE SHEET

HOUSING

1. Community Agency_____

   Address_____

   Phone_____ Contact Person_____

   Criteria for Eligibility:_____

   _____

   _____

2. Community Agency_____

   Address_____

   Phone_____ Contact Person_____

   Criteria for Eligibility:_____

   _____

   _____

FOOD

1. Community Agency_____

   Address_____

   Phone_____ Contact Person_____

   Criteria for Eligibility:_____

   _____

   _____

2. Community Agency_____

Address_____

Phone_____ Contact Person_____

Criteria for Eligibility:_____

_____

_____

CHILD CARE

1. Community Agency_____

Address_____

Phone_____ Contact Person_____

Criteria for Eligibility:_____

_____

_____

2. Community Agency_____

Address_____

Phone_____ Contact Person_____

Criteria for Fligibility:_____

_____

_____

FINANCIAL AID

1. Community Agency_____

Address_____

Phone_____ Contact Person_____

Criteria for Eligibility:_____

_____

_____

2. Community Agency_____

Address_____

Phone_____ Contact Person_____

Criteria for Eligibility:_____

_____

_____

APPENDIX B

AGENCY INFORMATION SHEET

Topic_____

1. Agency Name_____

2. Address_____

3. Phone_____ 4. Funding Source_____
(local, state, federal, private)

5. Name of Contact Person_____

6. Purpose of Agency_____

_____

_____

_____

7. Criteria for Eligibility_____

_____

_____

_____

8. Times Open_____

_____

9. Procedures for Getting Service

(a) _____

_____

(b) _____

_____

(c) _____

_____

(d) _____

_____

(e) _____

_____

MODULE 10.2

TOPIC

Investigate specific community resources available and requirements for gaining assistance for personal problems.

LEARNING OBJECTIVE

The trainee will demonstrate familiarity with community resources specifically related to each of the following: psychological services, alcohol treatment, and parenting education available to the adult counselor.

RATIONALE

The student in an Adult Basic Education class is frequently confronted with personal crises. Often, the student turns to the teacher or counselor in his or her program for aid in solving the problems. While these problems are often related to home and family rather than to the basic skills the student is studying, they interfere with learning. Often, the student is confronted with psychological problems or other personal problems, perhaps related to over-indulgence in alcohol or difficulty in the task of parenting effectively and efficiently. In most cases there are agencies established to help with each of these problems. These agencies are usually not related to the school; therefore, instructors or counselors must be aware of resources to which they may turn throughout the community. Generally, they may locate mental health clinics and concerned ministers to give assistance with psychological problems, and Alcoholics Anonymous is an excellent source for assistance with alcohol related problems. Parenting education is rapidly increasing in popularity as it is recognized that efficient parenting is a job which requires training. Community colleges and vocational schools often offer classes in parenting education. YMCA's and YWCA's are alternate sources of information. The teacher or counselor who is familiar with various sources throughout his community will be well equipped to handle these personal crises as they occur in the Adult Basic Education classroom.

PREASSESSMENT

The purpose of this preassessment is to determine how much knowledge or background experience you possess relative to community resources in your locale by listing the following information on two of the Community resources identified in the Learning Objective: Agency name, address, telephone number, contact person, criteria for eligibility for aid from the agency.

To complete the learning assessment, complete the Assessment Response Sheets, Appendix A, at the back of the Learning Activities with one hundred percent accuracy. Do not use reference materials in completing the Assessment Response Sheets.

If you successfully complete this preassessment, contact your supervisor to demonstrate competency in this module. If you feel further study of this is required, continue with Learning Activities.

LEARNING ACTIVITIES

All too often, the middle-class instructor or counselor has never experienced the frustrations of dealing with public agencies. In order to empathize with students applying for public support, each counselor ought to have direct experience in dealing with these public agencies.

Read the following case study as an example of a fairly typical conversation between a teacher or counselor and an Adult Basic Education student.

Case Study: "Thelma Returns"

Monday, Thelma returned to class. She had met with a caseworker from the Welfare Department who would assist her in meeting her immediate housing and financial needs.

Her identification was still with her adult counselor at the Learning Center and she was willing to discuss with him her specific personal problems.

"How did your weekend go, Thelma?"

"Pretty good, I guess. We fought a little less and he took the kids to the park in the afternoon on Saturday. It was one of the first trips he has taken with them in months. They really enjoyed having some contact with their father. But that night we had a big fight again. I guess maybe we both drank a little too much."

"Do you drink much?"

"No much, really. But when my husband gets mad at me he says I'm becoming an alcoholic. I really am not, but I do like to have a drink once in a while."

"How often do you have a drink?"

"Oh, maybe one or two a day. But it scares me when he is coming home. I don't know what he will be like. Sometimes I want a drink before he gets there. It makes everything seem a little

easier. Maybe I do drink more than one or two, though. I guess it's more like four or five during the day. But it's the only way I can stand him. Sometimes my drinking scares me, though. I can get pretty mean to the kids after I've had a few drinks. They're scared and I hate myself."

"Thelma, do you really want to leave your husband and get a divorce? Do you think maybe there are some problems in the marriage that could be solved which might make it better? You have told me that you fight a lot and you both drink. Would you consider talking to some counselors to see if maybe you and your husband could make your marriage better?"

"I would like that, but I'm sure my husband would never come. He doesn't want anyone telling him what to do."

"I could try getting you two involved in some group counseling where you could talk about your feelings. You might also like to go to some of the alcohol information classes and find out just how much drinking you and your body can stand. One other thing concerns me, and that is when you talk about how your kids feel. I think some parent education classes would be a good idea for you."

"I would really like to try some of these things. I don't want a divorce if I can save my marriage. But I'm afraid it's hopeless. If counseling would help, though, I'll try."

At least six "Agency Information Sheets" should be completed for this assignment. It is suggested that, if possible, you visit each agency in order to gather the necessary data. This personal visit is strongly recommended, in that through the experience of visiting an agency, you will be more able to empathize with the Adult Basic Education student whom you will send out in the future. While at each agency, try to make a personal contact which will be useful to you in the future. Remember, personal contact within an agency will be most useful when you are faced with a crisis!

At least two agencies which may assist in each of the following areas should be contacted: psychological services, alcohol treatment, and parenting education. Complete an "Agency Information Sheet" for each agency contacted.

POSTASSESSMENT

Complete the "Assessment Response Sheets" with one hundred percent accuracy. Do not use reference materials in completing the "Assessment Response Sheets."

APPENDED MATERIALS

APPENDIX A

ASSESSMENT RESPONSE SHEET

PSYCHOLOGICAL SERVICES

1. Community Agency_____

   Address_____

   Phone_____ Contact Person_____

   Criteria for Eligibility:_____

   _____

   _____

2. Community Agency_____

   Address_____

   Phone_____ Contact Person_____

   Criteria for Eligibility:_____

   _____

   _____

ALCOHOL TREATMENT

1. Community Agency_____

   Address_____

   Phone_____ Contact Person_____

   Criteria for Eligibility:_____

   _____

   _____

2. Community Agency_____

Address_____

Phone_____ Contact Person_____

Criteria for Eligibility:_____

_____

_____

PARENTING INFORMATION

1. Community Agency_____

Address_____

Phone_____ Contact Person_____

Criteria for Eligibility:_____

_____

_____

2. Community Agency_____

Address_____

Phone_____ Contact Person_____

Criteria for Eligibility:_____

_____

_____

APPENDIX B

AGENCY INFORMATION SHEET

Topic_____

1. Agency Name_____

2. Address_____

3. Phone_____ 4. Funding Source_____
(local, state, federal, private)

5. Name of Contact Person_____

6. Purpose of Agency_____

_____

_____

7. Criteria for Eligibility_____

_____

_____

8. Times Open_____

_____

9. Procedures for Getting Service

(a) _____

_____

(b) _____

_____

(c) _____

_____

(d) _____

_____

(e) _____

_____

MODULE 10.3

TOPIC

Gain experience in dealing with public assistance community resources.

LEARNING OBJECTIVE

The trainee will demonstrate familiarity with each of the following: Public Assistance (Welfare and WIN), Comprehensive Employment Training Act programs, Food Stamps, and Social Security educational benefits.

RATIONALE

The member of an Adult Basic Education class is frequently confronted with personal crises. Often these crises may be solved by programs offered through agencies apart from the educational institution. Frequently these agencies are able to give financial aid and support to the individual. All too often, however, the experiences of the individual are confusing, frustrating, and defeating. Seldom is the instructor or counselor familiar with specific tasks required of the applicant for public assistance. In order to be an effective teacher or counselor, it is necessary actually to experience some of the same tasks frequently required of the Adult Basic Education student.

It should be noted that the purpose of this module is to familiarize the trainee with situations often experienced by the Adult Basic Education student. It is hoped that the trainee will make every effort to visit all recommended offices and will complete all required questionnaires and forms for each area. This will assist the trainee in empathizing with Adult Basic Education students who face this task.

PREASSESSMENT

The purpose of this preassessment is to determine how much knowledge or background experience you possess relative to community resources in your locale by listing the following information on all the resources identified in the Learning Objective: Agency name, address, telephone number, contact person, and criteria for eligibility for aid from the agency.

The trainee is considered competent in this preassessment if he has completed paperwork for funding from each of the following programs within the last twelve (12) months: Public Assistance (Welfare), Food Stamps, Comprehensive Employment Training Act programs, and Social Security support for education.

LEARNING ACTIVITIES

All too often, the middle-class instructor or counselor has never experienced the frustrations of dealing with public agencies. In order to empathize with students applying for public support, each counselor ought to have direct experience in dealing with these public agencies.

Read the following case study as an example of a recurring conversation between a teacher/counselor and class member. Complete your assignment as required at the end of the case study.

Case Study: "Thelma Seeks Help"

It became evident after several weeks of working with a counselor and psychologist that Thelma's marriage was not retrievable. Her husband moved out, leaving Thelma to cope with apartment costs, food, children, and schooling.

> "I just don't know what to do. I am glad he's gone, and I think we will be better off without him. But I don't know how to live until I get out and get a job. What will happen to the kids when I come to school? I don't have money for a babysitter any more. How can I pay my rent?
>
> "Thelma, there are a number of public agencies set up to help people like you. I would like to suggest a few for you to check on.
>
> "The first public agency that may help is Public Assistance. You can sign up for welfare. Public Assistance will pay the day care for students enrolled in Adult Basic Education or in a vocational training program, so I think I can arrange for babysitting while you finish school. While money will be tight, you will have enough to live on.
>
> "Another agency which may help is CETA, Comprehensive Employment Training Act. This agency can pay the expenses of education and give some money for living while you are in school. Generally, their allocation is sixty-two dollars plus five dollars per dependent for each week that you're in school.
>
> "One of the first things to do is get yourself eligible for the Food Stamp program. For Food Stamps you will need to have information on income and number of dependents. Once you get Food Stamps, your expenses will go down a lot.
>
> "There's one more thing to check into. Perhaps you're eligible for Social Security educational benefits. While not everybody qualifies, it's worth finding out whether you would be eligible

for additional benefits. I will be happy to help you get in touch with representatives of each agency.

"I really hate to depend on welfare. But I do want to finish school, and I don't see any other way. If you can get the names of these people, I'll call them and apply."

Your Assignment

(1) Locate the closest office for Public Assistance. Go there and apply for Food Stamps and Welfare. During your visit, obtain names and positions of at least three caseworkers. Obtain literature regarding regulations for eligibility for Food Stamps and Welfare. Find out what legal documents (i.e., marriage certificate, birth certificates, documents relative to divorce) are needed for verification of eligibility.

Complete all applications for Public Assistance. List documents required for determination of eligibility for Food Stamps and Welfare. List names and positions of at least three caseworkers in your local Public Assistance office. Set up and maintain a file of literature regarding Public Assistance. Within that file keep your completed applications.

(2) Locate the agencies responsible for assigning CETA training slots. This program will probably be handled by your local Employment Security office. Go to the office and fill out all paper work for CETA. Determine eligibility requirements for this program. Obtain an interview with a counselor. From him, determine specific differences between CETA and welfare programs, specifically WIN.

Prepare a list of requirements for eligibility for CETA programs. List names and addresses of counselors. Prepare a list of specific differences between CETA eligibility and requirements for WIN eligibility. Develop and maintain a file containing literature and applications for CETA programs.

(3) Determine the closest Social Security office. From it obtain and complete paper work for educational benefits. Obtain the name of at least one educational counselor in this Social Security office.

Complete paper work for educational benefits from Social Security. List the name and address of an educational counselor within the Social Security Department. Develop and maintain a file of literature and completed applications for Social Security educational benefits.

POSTASSESSMENT

Present to your supervisor all completed paper work and forms which you have completed for Public Assistance, Comprehensive Employment Training Act programs, Food Stamps, and Social Security educational benefits.

MODULE 10.4

TOPIC

Explore agencies dealing with drug abuse problems.

LEARNING OBJECTIVE

The trainee will demonstrate an awareness of agencies in his community that deal with drug and/or alcohol abuse.

RATIONALE

It is necessary that the adult counselor-teacher be aware of the agencies in the community that deal with and treat problems of alcohol and/or drug abuse. The counselor-teacher should have an idea about the various agencies available. He/she should know how they differ. He/she can then make better referrals for his/her students according to their individual needs.

PREASSESSMENT

(1) List at least five agencies in your community that deal with drug and/or alcohol abuse. If there are less than five, then list all of them.

(2) List at least five services offered by each agency. If there are less than five, then list all of them.

(3) List at least five types of treatment used by each agency. If there are less than five, then list all of them.

(4) List a person employed by each agency to whom referrals may be made.

LEARNING ACTIVITIES

Visit at least five agencies in your community that deal with drug and/or alcohol abuse (if there are less than five, then visit all of them). Interview a social worker, counselor, administrator, or a person of similar position at each agency and discuss the following:

1. Types of services offered
2. Types of treatment used
3. A person employed by the agency to whom referrals may be made

POSTASSESSMENT

The trainee should complete the Preassessment.

MODULE 10.5

TOPIC

Explore agencies dealing with birth control and/or abortion information.

LEARNING OBJECTIVE

The trainee will demonstrate an awareness of agencies in his community that deal with birth control and/or abortion information.

RATIONALE

It is necessary that the adult counselor -teacher be aware of the agencies in the community that deal with birth control and/or abortion information. The counselor-teacher should know what agencies exist and how they differ. He/she is then better able to make referrals for students, according to their individual needs.

PREASSESSMENT

(1) List at least five agencies in your community that deal with birth control and/or abortion information. If there are less than five, then list all of them.

(2) List at least five services offered by each agency. If there are less than five, all of them should be listed.

(3) List a person employed by each agency to whom referrals may be made.

LEARNING ACTIVITIES

Visit at least five agencies in your community that deal with birth control and/or abortion information (if there are less than five, then visit all of them). Interview a social worker, counselor, administrator, doctor, or a person of similar position at each agency and discuss the following:

1. Services offered by the agency
2. A person employed by the agency to whom referrals may be made

POSTASSESSMENT

The trainee should complete the Preassessment.

MODULE 10.6

TOPIC

Develop awareness of religious influence in the community.

LEARNING OBJECTIVE

The trainee will demonstrate an awareness of the influences of organized religious groups in his community.

RATIONALE

It is important that the adult counselor-teacher understand the cultural influences religious groups might have in his community. He/she is then better able to appreciate the social context in which his students live. Also, for referral purposes, it is important that he/she be aware of any services offered by religious groups.

PREASSESSMENT

Discuss in writing the following topics as they pertain to three organized religious groups in your community:

1. The role of women in the church. What is it? Is it changing? Are attitudes toward womens' roles in the church changing?
2. The church's obligation to the local community. Is such an obligation felt? What concrete things are being done by the church in the community?
3. The social services offered by the church to its members and/or non-members in the community

LEARNING ACTIVITIES

Interview ministers (or people in similar positions) of three different organized religious groups* in your community and discuss with them the following topics:

1. The role of women in their church. What is it? Is it changing? Are attitudes toward roles of women in the church changing?

*Note: If there is a minority group represented in your community, it is strongly advised that one of the three ministers (or a person of similar position) be from a religious group of that minority.

2. Their church's obligation to the local community. Is such an obligation felt? What concrete things are being done by the church in the community?

3. The social services offered by their church to members and/or non-members in the community

POSTASSESSMENT

The trainee should complete the Preassessment.

MODULE 10.7

TOPIC

Illustrate awareness of community resources available to adults who desire to make or change life/career goals.

LEARNING OBJECTIVE

The trainee will prepare an analysis of community resources available to him as an ABE Guidance/Instructor in the area of career opportunities. These resources will be used in guiding the ABE student to make or change life-career goals.

RATIONALE

Adult Basic Education students will often want help in getting a different job, or in finding job retraining opportunities. In order to serve these students, you will have to know the people and agencies within your area who can help you in career guidance situations.

So, you will need to become familiar with Employment Security staff, with personnel directors in local industries, with Community Action Programs, or with any other people or groups or agencies which might help you set up life career goals for your students that they can reasonably expect to reach.

PREASSESSMENT

In this inventory, the trainee must answer or fill in with eighty percent accuracy five of the six blanks identifying community resource personnel.

(1) Who are the people you would call upon at the following public agencies and/or businesses when you need help in guiding ABE students in life-career planning? List their names, and whether you are personally acquainted with these people.

(a) Department of Social and Health Services or Department of Human Resources_____

_____

_____

(b) Employment Service_____

_____

(c) Personnel Director at the largest industry in your town or city

_____

_____

(d) President of the local merchant's association_____

_____

(e) Secretary of the Labor Council_____

_____

(f) Director of the local Community Action Program (if there is one)

_____

LEARNING ACTIVITIES

If you did not achieve the required eighty percent on the preassessment, look over these learning activities and perform at least two of the three.

In whatever community the trainee is assigned, and no matter what his staff status is, he/she will make personal appointments with those people listed in the Learning Activities section. The trainee will personally visit and interview these people.

The number of agencies contacted and personnel interviewed will depend upon the size of the community and the number of resources available. A minimum of contacts would be five; a maximum is twenty contacts.

Learning Activity One

Make appointments and interview all of the personnel (or at least five) who will be your contacts at the agencies or businesses and to whom you could send ABE students for guidance in life career planning. (A maximum of twenty people may be interviewed.)

Learning Activity Two

For each of the agencies or businesses in your community, make a chart showing how each may be helpful or not helpful in dealing with the target populations in your community.

For instance, you could use a scaling device from one to five with 1 = most useful, 2 = more useful, 3 = useful, 4 = barely useful, 5 = not useful. Then scale the resources as to which will be best to send the following ABE students: white male American non-reader, white male

American drop-out under twenty-one, Black male American non-reader, Black male American, female American housewife, female American on welfare, Mexican-American, Mexican-American or Chicano migrant worker, non-English speakers, American Indians, male or female, and immigrants.

Learning Activity Three

In the process of setting up your chart, formulate a set of questions (perhaps with some help from your supervisor). Remember at all times that your ultimate concern is your ABE student. So, the question should mirror your concern that the student get the best possible help in making life-career plans. Some sample questions might be:

> Does the resource person have compassion and show visual evidence of empathic responses to cultural and social groups unlike his own? (Is he/she turned off by people who dress differently or talk differently or show different cultural values? This in turn will turn off the ABE student.)
>
> Does the resource person help your ABE student to form realistic life-career goals or does he advise impractical, pie-in-the-sky goals? (If the local industry is logging, it would not help your ABE student to pursue a career as a production line worker in an automobile plant.)
>
> Does the resource person help your student to have confidence in pursuing life-career goals?
>
> It would be helpful to you to draw up a list of at least seven more questions. These questions should judge the effectiveness of the resource people with whom you and your ABE students will be dealing.
>
> When you have obtained satisfactory answers (satisfactory both to you and to your supervisor) these criteria will be used in preparing your chart.

Learning Activity Four

Additional Reading:

> "Change in Work: More Evolution than Revolution," by Sar Levitan and William Johnston in Manpower, September, 1973, pp. 3-7.
>
> "Career Center: New Start to College or Job," by Patricia deZutter, in American Education Magazine, March, 1973, pp. 19-23.

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POSTASSESSMENT

By now you should know the people in your community who can serve your ABE students in the area of life-career planning. The Postassessment therefore requires that you go back to the Preassessment and identify, by filling in the blanks, five of the six resource people in your community whom you have personally seen.

When you next meet with your supervisor you will discuss your interviews and conclusions with him.

The trainee will exhibit evidence of learning this module in the following manner.

The trainee will prepare two written copies of the analysis of community resources available to him as an ABE Guidance/Instructor in the area of career opportunities—one copy for the trainee, and one copy for the supervisor.

The analysis will enumerate in a subjective manner those community resources which the trainee feels will best serve him and his students.

The trainee will be required to defend his judgment of these community resources to his supervisor. The reason the judgments will be subjective and must be defended is that each resource will be different and will operate under different guidelines for dealing with the ABE student. Therefore, the trainee must make his own decision as to which ones will be most useful and why. Then he can defend these choices. Always remember that your main purpose is to help and guide the ABE student. Base your judgments on that fact.

If it is possible, and if the interviewees do not object, the ideal circumstances would be to record on tape cassettes the interviews. These cassettes could be given to the supervisor, and later retained by the trainee.

Role Statement 11.0

Demonstrate ability to conduct a Needs Assessment Survey to determine adult education guidance and counseling needs in the community

MODULE 11.1

TOPIC

Learn technique of writing a Needs Assessment Survey Questionnaire.

LEARNING OBJECTIVE

The trainee will learn technique of writing a Needs Assessment Questionnaire.

RATIONALE

The counselor can better serve the educational and counseling needs of the adult community if he/she first learns what those needs are.

One of the best ways to identify needs is to conduct a needs assessment survey.

The first step in this process is to construct a Needs Assessment Questionnaire. This questionnaire can be directed to any given target population.

The results of the survey are not intended to be valid. The Learning Objective is concerned with the procedures, processes, and techniques of writing a good needs assessment survey. If, however, you plan on doing an actual needs assessment survey in your work setting, please see Appendix A before proceeding with this Module.

PREASSESSMENT

Completion of this preassessment will be considered demonstrated evidence of the ability to construct a needs assessment questionnaire.

1. Construct a needs assessment questionnaire using the following conceptual areas as the basis for the questions: education, work, marriage/family, community, social development, religion, consumerism, avocational, health, citizenship. (See Appendix B.)

   You may use any eight out of ten areas listed above and must formulate at least four questions for each area chosen. Use terms and words appropriate for people who will be responding to questionnaire.

2. Include a section for obtaining the following statistical information about each respondent*: age, income, education, occupation, sex; plus ethnic background if this is significant for your community.

   Statistical data collected will be used for analyzing the results of the survey. This will give you variables* from which to compile statistical information on needs of target population*.

3. Design a section of the questionnaire for the respondent to write additional needs, opinions, or comments.

   Note: You may use ranking* or rating format*, or both, in constructing the questionnaire.

LEARNING ACTIVITIES

Learning Activity One

Using the ten conceptual areas listed in number "1" in Preassessment, list at least five needs people might have under each of the areas. Some needs may be listed under more than one area. (See Appendix C.)

Learning Activity Two

Construct Section One of your questionnaire. From your list of needs (Learning Activity One) formulate four questions for each of eight of the conceptual areas, a total of thirty-two questions. Give directions as to how you want respondent to answer questions. Write questions in a survey form. Survey questions should be written so that respondent may rank or rate the items under each conceptual area chosen. (See Appendix D, Part I.) Write questions in terms and wording that will be easily understood by target population.

Learning Activity Three

In Section Two of your questionnaire, put statistical information in survey form. Include information on age, income, education, sex. You may add others that pertain to your community.

Note: Groups must be mutually exclusive. Example: 16-20, 21-25, 26-30, etc. (See Appendix D, Part II.)

*Appended Materials—Glossary.

Learning Activity Four

Check the questionnaire. Check the form. Criteria for checking questionnaire:

1. Must be complete
2. Must be relevant
3. Must be short
4. Must look easy
5. Layout must be neat and not crowded
6. Print must be easy to read
7. Questions and directions must be written so the respondent can understand them
8. Format must be clear, so that responses can be marked correctly
9. Group questions must be mutually exclusive
10. Space must be provided for respondent to write in additional needs, opinions, comments

OPTIONAL LEARNING ACTIVITIES

Optional Learning Activity One

To gain an insight into the State of the Art in Adult Education/Adult Counseling, read at least two of the books from the bibliography. Read at least one magazine article. Especially helpful in constructing a questionnaire are books by Erdos and Parten. (Appended Materials—Bibliography.)

Optional Learning Activity Two

Find out what kinds of surveys, if any, have been made in your community and obtain copies of these, if possible. They will help in the format of your own survey questionnaire.

Optional Learning Activity Three

Working from the list of needs you wrote in Learning Activity One, identify agencies in your community which are meeting any of these needs. Suggested resources: (1) City/county directory, (2) Newspaper or community bulletins, (3) Library, (4) State resource directory catalog (or city or county resource directory), (5) Local employment office, and (6) Community agencies.

POSTASSESSMENT

Complete Preassessment.

APPENDED MATERIALS

APPENDIX A

(1) Before writing your survey questionnaire, get approval of your immediate supervisor. Decide with the supervisor what you hope to accomplish by the survey. (Set your goals.)

(2) Decide how you will use information gathered to serve the needs of adults in your community. (Objectives) This may affect the kinds of statistical information you want to gather.

(3) Decide how you will conduct survey. (Mail, personal interviews, telephone interviews, etc.)

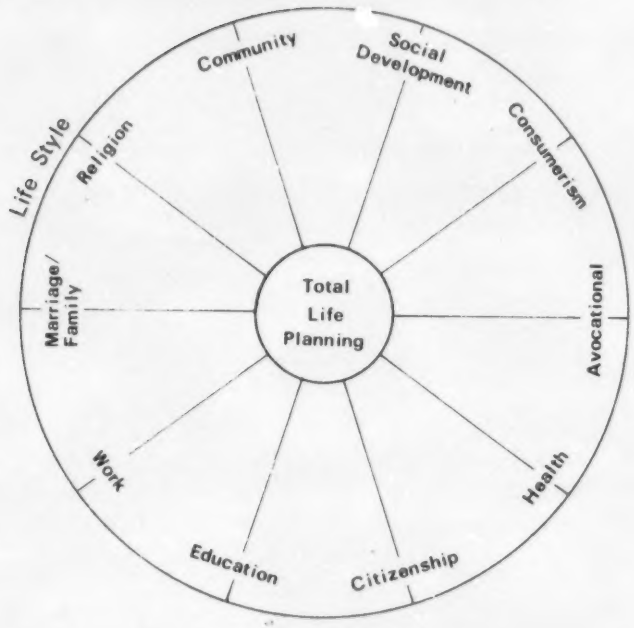
(4) Decide on the number of people you will survey.

(5) Conduct pilot test or pretests of questionnaire before conducting actual survey. This will reveal flaws in the questionnaire, for example: (a) weaknesses in the wording of some questions (they may not be understood the way you intend them to be), (b) an inaccurate indication of the time it takes to answer questionnaire, (c) lack of clarity in instructions for answering questions.

(6) Figure out the cost of the survey in terms of personnel, time, and materials. Agree with supervisor on who will pay for the survey costs.

APPENDIX B

LIFE ROLES MODEL



For indepth background on the Life Roles Model, see Section IV, page 90, of SAGE Handbook.

APPENDIX C

NEEDS CHECKLIST

Religion

(1) Knowledge of man's relationship to God
(2) To belong to a community of worshippers
(3) Value system or philsophy of life
(4) Building(s) in which to conduct religious services
(5) Supportive person

Social Development

(1) Confidence
(2) Active approach to life and its demands (Beyond the Open Door)
(3) Self-improvement image
(4) Prestige
(5) Entertainment
    a. Self active
    b. Spectator
(6) Informational activities
    a. Lectures
    b. Discussions
(7) Supportive person

Community

(1) Supportive services for basic needs
    a. Health
    b. Safety
    c. Police
    d. Food services
    e. Financial assistance
    f. Transportation
    g. Legal aid
    h. Housing
(2) Libraries
(3) Sense of belonging to community or some part of community
(4) Volunteers

Marriage/Family

(1) Help to overcome resistance to schooling in the home
(2) Security
(3) Interaction skills
(4) Support
(5) Compatibility
(6) Legal aid
(7) To cope with divorce, sickness, separation and death, and retirement
(8) Financial aid
(9) Housing

Work

(1) To cope with retirement
(2) Ability to change jobs if dissatisfied
(3) Facilities where job skills can be learned or improved
(4) Ability to learn new skills to replace old ones that are obsolete or impossible to perform because of injury or illness
(5) Special employment consideration (handicapped, retarted)
(6) Financial assistance

Education

(1) Basic skills of reading, math, comprehension, and reasoning
(2) Supportive person
(3) Financial aid
(4) Volunteers
(5) Specialized training services:

    a. Vocational
    b. Degree programs
    c. Professional training
    d. Handicapped (physically)
    e. Mentally retarded
    f. Elderly
    g. Minorities

(6) Confidence
(7) Active approach to learning and its demands
(8) Library facilities

Citizenship

(1) Understand the functions of government (local, state, national, U.N.)
(2) Participate in some positive way in community government
(3) Awareness of rights as citizen
(4) Awareness of duties as citizen
(5) Library facilities
(6) Understanding of taxes and what they are used for

Health

(1) Medical care
(2) Dental care
(3) Mental health care
(4) Financial aid
(5) Volunteers
(6) Supportive person

Avocational

(1) Recreational resources
    a. Outdoor
    b. Indoor
(2) Opportunity to develop interest in hobby or participate in hobby
(3) Library services

Consumerism

(1) Wise use of interest and credit
(2) Budgeting (money management)
(3) Wise use of banking (checking, savings, other services and charges)
(4) To know about consumer protection laws
(5) To know how to shop for goods and services economically
(6) Understanding of taxation (home, personal, sales, and business)
(7) Legal assistance

Note: These are suggestions and ideas. You may choose others.

APPENDIX D

The purpose of this questionnaire is to find out what are the needs of the ABE students. Below are some needs which many people have. Will you please fill out this questionnaire as directed.

PART I

Directions: Under each section, mark the needs that you think are most important. Mark them 1, 2, 3. Most important is 1.

Religion: I need

_____ To know about man's relationship to God
_____ To belong to a group of worshippers
_____ To find my own value system or philosophy of life
_____ To have a person I can talk to about religion

Social Development: I need

_____ To gain confidence
_____ To develop an active approach to life
_____ To improve my self image
_____ To know about places to go to have a good time
_____ To know about places to go to learn new things

Community: I need

_____ To find places where I can get health care
_____ To find out about safety in my home
_____ To learn more about what the duties of the police are
_____ To find places where I can get food or food services
_____ To get financial help
_____ To get legal help
_____ To find housing
_____ To learn how to use the library
_____ To feel that I belong to a group

Marriage/Family: I need

_____ To have someone tell my family why I want to go to school
_____ To find security
_____ To learn to interact with others
_____ To learn to get along with people
_____ To get legal help

_____ To find housing
_____ To get financial help
_____ To learn how to cope with divorce
_____ To learn how to cope with sickness
_____ To learn how to cope with death
_____ To learn how to cope with separation
_____ To learn how to cope with retirement

Work: I need

_____ To learn more about retirement benefits
_____ To find out about new jobs and how to get into them
_____ To find out about schooling for a new job
_____ To learn a trade
_____ To get a new job
_____ To get a special job because of illness, injury, handicap (physical or mental)

Education: I need

_____ To learn the basic skills of reading
_____ To learn the basic skills of math
_____ To learn how to understand things better
_____ To have someone help me with my schooling
_____ To find out where to get money to use to go to school
_____ To get special training in (check the ones you need)
  _____ Vocational
  _____ College degree
  _____ Professional training
  _____ Training for physically handicapped
  _____ Training for mentally handicapped
_____ To develop an active and positive approach to learning
_____ To learn how to use the library for my studies

Citizenship: I need

_____ To understand more about how the government works
_____ To become more active in my local government
_____ To be aware of my rights as a citizen
_____ To know more about my duties as a citizen
_____ To understand taxes and how they are used in government

Health: I need

_____ To learn more about my body
_____ To get medical care
_____ To get dental care
_____ To get mental health care
_____ To have financial help for medical care
_____ To have someone help me get health services

Avocational: I need

_____ To know about recreational opportunities
_____ To develop an interest in a hobby
_____ To find out about different hobbies

Consumerism: I need

_____ To learn how to use interest and credit
_____ To find out how to manage my money
_____ To know how to handle a checking and savings account
_____ To know how to shop for foods and services economically
_____ To understand taxation on my home and property
_____ To learn about consumer protection laws
_____ To get legal assistance

PART II

Directions: Rank each of the following items from 1 to 10. The one for which you feel the greatest need should be marked 1.

_____ Consumerism
_____ Avocational
_____ Health
_____ Citizenship
_____ Education
_____ Work
_____ Marriage/Family
_____ Social Development
_____ Religion
_____ Community

PART III

List below any other needs you feel are important that are not included in this survey.

PART IV

Statistical Information

1. Please check your age group

_____ 16-24
_____ 25-33
_____ 34-42
_____ 43-51
_____ 52-60
_____ 61 and over

2. Please check your family income:

Less than $4,000_____
$4,000-8,500_____
$8,501-12,000_____
$12,001-16,000_____
$16,001-24,000_____
Over $24,000_____

3. Please circle the highest grade of school that you have completed:

Elementary 1 2 3 4 5 6 7 8

High School 1 2 3 4

College 1 2 3 4

4. Are you in school now? Yes_____ No_____

5. Are you employed? Yes_____ No_____

If yes, what kind of work do you do_____

6. Please indicate: Male:_____ Female_____

7. Are you a permanent resident (not a visitor) Yes_____ No_____

GLOSSARY

RANKING	Marking items in order of preference with 1 being most preferred, 2 next most preferred, etc.
RATING	Matching items to a given scale. For example: An item can be checked as being greatly needed, often needed, seldom needed, never
RESPONDENT	Person who answers questionnaire
TARGET POPULATION	The general classification of people who will be included in the survey
VARIABLE	An item that varies. This allows a particular question in the survey to be compared in terms of the respondents' age, sex, income, etc. For example:

If one of the questions is about the need for education, you can use age as a variable and learn whether more people over age 25 expressed a need for education than those under age 25.

If there is a question on the need for citizenship training, you can use income as a variable to find out whether this is expressed as a need more often by those earning between $4,000-$6,000 a year than by those earning more than this.

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MODULE 11.2

TOPIC

Develop technique of writing a cover letter.

LEARNING OBJECTIVE

The trainee will develop technique of writing a cover letter for Survey Questionnaire.

RATIONALE

A cover letter must accompany a questionnaire. The letter will explain the purpose of the questionnaire. A cover letter is important because it will often determine whether or not the questionnaire is completed and returned. Therefore, it should be a good, well-written letter.

PREASSESSMENT

Completion of the preassessment will be considered demonstrated evidence of the ability to write a cover letter for a survey questionnaire.

Write a cover letter to be used with the needs assessment survey questionnaire. Have the letter written in a clear and easily-understood style.

Criteria for evaluation of survey letter:

1. Make the letter personal
2. State the purpose of the survey
3. Tell what you hope to accomplish by taking the survey
4. Describe how/why the respondent has been chosen
5. Stress the importance of the cooperation of the respondent
6. Estimate time needed to complete the survey (this should not be more than thirty minutes)
7. Point out that the identity of the respondent need not be known (the respondent's name need not appear on the survey)

LEARNING ACTIVITIES

Write practice cover letters until you have written one that is clear, simple, easy to understand,and gives all of the following information:

1. Make letter personal. Do this by directing it in a special way to the respondent.

2. State the purpose of the survey. You want to find out the needs of the community in adult education counseling.

3. Tell what you hope to accomplish by taking the survey. You hope to be better able to serve the needs of adults once these needs have been identified.

4. Describe how/why the respondent has been chosen. Choice will be by random sample on the basis of population of the area. The population of the area has been determined by using census data.

5. Stress the importance of the cooperation of the respondent. To get an accurate needs assessment, each individual's evaluation is important and necessary.

6. Estimate time needed to complete the survey. Stress that it will take less than thirty minutes to answer all of the questions. (Time yourself and others on answering the survey questions to get a more exact time.)

7. Point out the fact that the identity of the respondent need not be known. Show that the person filling out the survey does not have to sign his/her name and that the identity of the person is not as important as the helpful information the person can give.

After you have written a letter that fills all of the above conditions, see Appended Materials.

POSTASSESSMENT

Complete Preassessment.

APPENDED MATERIALS

SAMPLE LETTER

Dear Fellow Citizen,

(1) Making letter personal

We need your help. Each day decisions are being made for the people of this community. In this survey we are asking you to provide information for this decision making. Your help will be greatly appreciated.

(2) Purpose of Survey

(3) What you hope to accomplish

The purpose of this questionnaire is to help discover the needs of people in this community in adult education counseling. The results of this survey will be used to better serve the needs expressed by you and others.

(4) How respondent was chosen

(5) Importance of cooperation

You have been chosen in a scientifically-selected sample of citizens of this community. Because this is a selected survey sample, your response is very important for an accurate study.

(6) Time needed

(7) Confidentiality

This survey will take only about twenty minutes of your time to complete. You will not be identified and your responses to the questions will be treated confidentially.

Thank you for your cooperation.

MODULE 11.3

TOPIC

Conduct a sample Needs Assessment Survey.

LEARNING OBJECTIVE

Trainee will conduct a Sample Needs Assessment Survey.

RATIONALE

Trainee must conduct a survey in person or by mail using the cover letter he/she has written and the survey questionnaire he/she has prepared. Conducting an actual sample survey, which includes setting up the geographical area and choosing the repondents, will make you aware of some of the pitfalls and rewards of conducting a survey.

Note: If you are going to do an actual survey in your work setting, please review Appendix A, Module 11.1, Item #5 on pilot testing.

PREASSESSMENT

Completion of this preassessment will be considered demonstrated evidence of ability to conduct a needs assessment survey. A survey must be conducted with a minimum of thirty respondents. Respondents must be chosen on the basis of population within a given geographical area. The population of the given area will be determined by consulting census data for the geographical area to be surveyed. The respondents' houses should be decided on by random sampling. Use questionnaire and cover letter from Modules 11.1 and 11.2 in your survey.

Also accepted as evidence of completion for this module: present to supervisor a letter from an agency, college, or government official stating that trainee assisted in selecting the sampling of respondents to be used in a survey by using census data, in allocating the respondents on this basis within a given geographical area, and in conducting an actual survey in the community as part of an agency or government team or for a college course.

If you feel that you have conducted a survey using the population of a given geographical area as the basis for choosing the respondents, go to your supervisor for evaluation of learning. If not, work through the Learning Activities.

LEARNING ACTIVITIES

Learning Activity One

Determine the area in which you wish to take your survey. Obtain a map of this area.

Note: You may wish to include the entire community and survey particular areas within it or you may wish to survey only a part of the community.

Mark on the map the boundaries of your survey. Divide the survey area into predetermined sections. Sections can be predetermined by allocating an equal number of blocks or miles for each section.

Learning Activity Two

Obtain census data on above geographical area to determine population of area (see Appended Materials).

Take the figure given for the number of families within the survey area and divide this by the number of sections you have marked off on your map. The quotient (answer) will give you the average number of households in each section. Divide the average number of households by the number of respondents (in this case thirty) to find out how many households you must survey in each section.

After you have determined the number of households you will survey in each area of your geographical area, consult a Random Sampling Chart to determine in which houses someone will be asked to respond to questionnaire.

For Random Sampling Charts consult Rand, or Kendall and Smith, in Bibliography of Module 11.1.

Learning Activity Three

Take or mail questionnaire to houses that have been selected.

POSTASSESSMENT

The postassessment is comprised of the completed questionnaires.

APPENDED MATERIALS

To obtain census data: Consult the local library, the nearest local government body or write to:

a. U. S. Bureau of the Census
Census Population and/or Housing
(List title and number of report)

Send to:
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

or

b. State library, or

c. State government statistical bureau

The entire United States is divided into census tracts. Once you have the census data, locate the census tracts that correspond to the area you wish to survey. (If the tracts and the geographical area you have chosen do not correspond, you may have to revise the original boundaries of your survey area.)

Tract information includes total population figures, number of families and persons per household.

You may also check the local Fire Department for a small geographical area. They have maps of houses in a given area.

MODULE 11.4

TOPIC

Analyze results of sample Needs Assessment Survey.

LEARNING OBJECTIVE

Trainee will analyze results of Sample Needs Assessment Survey.

RATIONALE

To be of any value, raw data must be compiled and analyzed. Using the statistical information on the questionnaire as variables, the trainee will be provided with information on specific needs of specific groups of adults.

PREASSESSMENT

(1) Tabulate the results of the survey.

(2) Rank the responses from all of the survey questionnaires in order of importance using a scale of 1 to 4 under each area.

(3) List the raw data by numbers and percents under each item of statistical information.

(4) Write a summary of the results of the survey.

If you feel that your analysis satisfies all of the above conditions, go to your supervisor for evaluation of learning. If not, go to the Learning Activities.

Also accepted as evidence of completion for this module: present to the supervisor a letter from an agency, college, or government official stating that trainee assisted in analyzing a survey questionnaire as part of an agency or government team or for a college course.

LEARNING ACTIVITIES

Learning Activity One

Assemble the raw data gathered from a minimum of thirty respondents and tabulate the results of the survey.

Tabulate the results of the survey by listing in columns the eight conceptual areas used in the survey and by marking under each area the responses as they were ranked 1 through 4. Count up the number of responses under each of the questions by rank order and give the total number of responses for each rank number. (See Appended Materials, Chart 1.)

Learning Activity Two

On tables rank the responses in order from 1 to 4 under each of the eight conceptual areas. If the areas have been rated by the respondents, indicate the order of this rating in the analysis. (See Appended Materials, Chart 2.)

Learning Activity Three

Arrange the statistical information in a row. Have a separate set of columns for each item of statistical information. For age, income, education, and occupation, you will need as many columns as you have groups. For sex, you only need two columns.

Using the raw data, mark the number of respondents for each question under the appropriate statistical data. Figure the percentages using the ratio of thirty equalling 100%. (See Appended Materials, Chart 3.)

Learning Activity Four

Write a summary of the results of the survey using the above information. Results should give highest number of responses to specific needs by age, income, and occupation of respondents. If ethnic background was used as a statistic, needs related to this information also should be included in the summary.

POSTASSESSMENT

Complete preassessment.

APPENDED MATERIALS

CHART 1.

Your tabulating paper should be arranged to look like this:

	Conceptual Area 1.				Conceptual Area 2.					Etc.
Responses	1	2	3	4	1	2	3	4		
Question 1										
Question 2										
Etc.										

If you used rating system, instead of 1, 2, 3, 4, under each conceptual area you will have, high, medium, low, and no (or whatever terms you used in your questionnaire).

CHART 2.

Rank each of the responses in order from 1 to 4 under each conceptual area. To rank the responses use only the total number of responses under number one first, then number two, etc. Your tabulating paper should be arranged to look like this:

	Questions Ranked in Order (Write in questions)			
	1st ordered	2nd ordered	3rd ordered	4th ordered
Conceptual Area 1				
Conceptual Area 2				
Etc.				

If you used rating system, questions will be rated in order as high, medium, low, and no (or whatever terms you used in your questionnaire).

CHART 3.

	AGE							
	16-24		25-32		33-40			
	#	%	#	%	#	%	Etc.	
Survey Questions 1								
2								
3								
4								

	INCOME							
	Under $4,000		$4,000-$8,500		$8,501-$13,000			
	#	%	#	%	#	%	Etc.	
Survey Questions 1								
2								
3								
4								